

Explanatory Notes: California High School Performance Report, 1996-97



The *California High School Performance Report* is a major component of the accountability strategy of the California Department of Education (CDE). The *Report* uses completion rates, test scores, high school course enrollments, and college attendance rates to measure the performance of each comprehensive high school in California. The *Report* summarizes the changes in these quality indicators over two years. Finally, it compares a school's performance with that of all other high schools in the state.

The *Report* is not designed to be a comprehensive evaluation of the quality of education at a high school; instead, it is intended to offer a brief summary of the performance of a school's students as reflected by commonly accepted and accessible indicators. To get a more complete view of the school in both qualitative and quantitative terms, this *Report* should be used in conjunction with the *School Accountability Report Card* produced for each school by the local district.

The Summary

The Summary contains six major quality indicators, and reports are available at the state, county, district, and school levels. Reports are produced for comprehensive high schools only. District, county, and state numbers reflect not only students enrolled in comprehensive high schools, but also students enrolled in alternative or continuation high schools.

Numbers reported in the "Percent or Rate" column are based on the most recent data available. The most recent year is indicated in parentheses after each quality indicator heading. "Two-Year Growth" measures the increase or decrease of an indicator's number over its most recent two-year period.

Ranks are only calculated at the school level and do not appear on the district, county, or state reports. "State Rank" is the rank of a school's most recent quality indicator number when compared to numbers of all schools in the state. The median of school numbers is the number at the 50th percentile; this number is not necessarily the state average.

Statistics

The statistics described below provide demographic and other student performance information that may be helpful in evaluating school performance. A table containing statewide school distribution data for these variables is provided to assist in determining how a school's statistics compare to the rest of the schools in the state.

The "% Limited English Proficient" is the percentage of students who have been designated by the school as having limited proficiency in English (LEP). These data are reported on the 1996-97 Language Census form (R30-LC) collected by Educational Demographics.

The “% Receiving AFDC” is the percentage of students in the school’s attendance area who are enrolled in either public or private schools and who are from families receiving Aid to Families with Dependent Children (AFDC).

The “% Eligible for Free or Reduced Meals” is the percentage of students in the school’s attendance area who are enrolled in either public or private schools and who are eligible for free or reduced-cost meals. Both this statistic and “% Receiving AFDC” are calculated from the October, 1996, *School-Level AFDC Report*.

The number reported for “Dropouts” is the number of students in grades 9-12 who dropped out during the 1996-97 school year. These data were collected on the October, 1997, California Basic Educational Data System (CBEDS) School Information Form.

Enrollment and graduate information are provided to show the numbers of students

represented by the various quality indicators. The number reported for “Graduates” is the number of seniors graduating in June, 1996. The numbers reported for “1996-97 Enrollments” are the numbers of students enrolled in each grade level (9-12) in October, 1996. The source of these statistics is the School Information Form of the 1996-97 CBEDS data collection.

The numbers reported in the table labeled “1996-97 SAT I Average Scores” are provided for further comparison of college-bound student performance with the state and nation. When comparing scores, it is important to note the percentage of seniors taking the test.

Please note that the average SAT I scores reported on this *Report* are recentered. In 1995 the College Board recentered the score of the SAT I, reestablishing the original mean score of 500 on the 200-800 scale in order to maintain the test’s statistical integrity and predictive validity. Therefore, the average

**Statewide Distribution of School Percentages for
Selected School Statistics, 1996-97**

| | Percentile | | | | | | | Statewide Average |
|---|------------|-----|------|------|------|------|------|----------------------|
| | 1 | 10 | 25 | 50 | 75 | 90 | 99 | |
| % Limited English Proficient | 0.0 | 0.6 | 3.4 | 9.8 | 20.9 | 31.6 | 54.3 | 15.8 |
| % Receiving AFDC | 0.0 | 1.9 | 5.0 | 11.2 | 20.2 | 28.8 | 61.4 | 15.2 |
| % Eligible for Free or Reduced Meals | 0.0 | 6.5 | 13.3 | 25.5 | 42.2 | 61.0 | 84.2 | 30.2 |

The value at the 50th percentile is the median of school values and not the statewide average.

scores reported on either the 1995-96 or the 1996-97 *Reports* are not comparable to those reported on the 1994-95 *Report*.

| 1996-97 SAT I Average Scores | | |
|-------------------------------------|------------|--------|
| | California | Nation |
| Total | 1010 | 1016 |
| Verbal | 496 | 505 |
| Math | 514 | 511 |
| Percentage of seniors tested | 41 | 41 |

Quality Indicators

Students Staying in School – 4-Year Completion Rate Dropout Complement

The 4-year completion rate is an estimate of the rate at which ninth grade students will stay in school through grade 12. It is calculated using the 4-year derived dropout rate, which is an estimate of the cumulative dropout rate for a graduating class from the time students enter the 9th grade. This is the first year this report has not included a 4-year completion rate based on the reallocated dropout rate. In past calculations, students who attended continuation and other alternative schools and then dropped out were reallocated to the comprehensive high school that they last attended. Analysis has shown that for most schools there is little or no difference between the rate based on inclusion or exclusion of reallocated students. The reported rate excludes reallocated students, and **therefore this year's reported 4-year completion rate is not comparable to**

the rate on previous reports. However, the two-year growth rates are calculated using comparable values.

When dashes are printed in the "Percent or Rate" column, the likely reason is that the school does not contain all four grade levels (9-12). This can be confirmed in most cases by looking at the enrollment numbers in the statistics section of the Summary.

Data Source: School Information Form from CBEDS

Most Recent Year: 1996-97 (October 1997 data collection)

Calculation: The 4-year completion rate equals the 4-year derived dropout rate subtracted from 100.

School to Work

Career-Vocational Education Students

The number of students enrolled in one or more career-vocational education courses is presented as a rate per 100 students in grades 9-12 and ungraded secondary classes. This does **not** include enrollments in courses through Regional Occupational Centers (ROC) or Regional Occupational Programs (ROP).

Data Source: School Information Form from CBEDS

Most Recent Year: 1996-97 (October 1996 data collection)

Calculation: This rate equals the total number of students reported as being enrolled in at least one career-vocational education course divided by the total number of students enrolled in grades 9-12 as well as ungraded secondary classes and multiplied by 100.

The method for aggregating totals for the district, county, and state reports has been changed to ensure, insofar as possible, that middle school and junior high school students are excluded from these reports. **Therefore, rates for career-vocational education students reported on this year's district, county, and state reports are not comparable to rates reported previously. School rates are not affected.**

College Bound

UC/CSU Course Completion

The number reported is the percent of 1996 graduates who completed the required course sequence for admission to Universities of California (UC) or California State Universities (CSU) and received a grade of C or better in all of the courses. Courses accepted by UC as meeting its admission standards are called a-f courses. The six components labeled a-f include: two years of social science, four years of English, three years of mathematics, two years of laboratory science, two years of a foreign language, and two years of college preparatory elective courses. CSU requires completion of the following course sequence: one year of U.S. history and government, four years of English, three years of mathematics, one year of laboratory science, two years of a foreign language, one year of visual and performing arts, and three years of college preparatory elective courses.

Data Source: School Information Form from CBEDS

Most Recent Year: 1995-96 (October 1996 data collection)

Calculation: The total number of 1996 graduates who completed all course requirements for admission to UC or CSU and received a grade of C or better in all courses is divided

by the total number of 1996 graduates and then multiplied by 100.

SAT I: Reasoning Test and ACT (formerly the Scholastic Assessment Test and American College Testing)

High school students take the SAT I and/or the ACT for admission to UC, CSU, and other colleges. The SAT I is designed to measure verbal and mathematical reasoning abilities that are related to successful performance in college. The ACT assessment measures educational development in English, mathematics, social studies, and natural sciences. The ACT tests are designed to measure high school students' educational development as related to their readiness to pursue further study at college.

The number reported is not a passing rate; it is the percentage of tests meeting the scoring criteria as a rate per 100 seniors. Students taking both tests and scoring above the cutpoints on both are counted only once.

Data Source: Educational Testing Service (SAT I), American College Testing (ACT)

Most Recent Year: 1996-97

Calculation: The total unduplicated number of students who achieved a total math/verbal SAT I score greater than or equal to 1000 or a combined ACT score greater than or equal to 21 is divided by the number of students enrolled in grade 12 and multiplied by 100.

Advanced Placement and International Baccalaureate

There are 29 Advanced Placement examinations in 16 subject areas. A score of 3 or better on an AP exam is generally considered by colleges as acceptable for granting college credit in a particular subject area.

Additionally, a small number of California high schools participate in the rigorous International Baccalaureate (IB) program. A score of 4 or better on the IB Higher-Level exam receives college credit at some colleges and universities.

The number reported is not a passing rate; it is the percentage of tests meeting the scoring criteria as a rate per 100 juniors and seniors. AP and IB tests taken by students in any grade level are included.

Data Source: Educational Testing Service (AP), International Baccalaureate North America (IB)

Most Recent Year: 1996-97

Calculation: The quotient of the total number of AP tests with a score greater than or equal to 3 divided by the total number of enrollments in grades 11 and 12 is added to the quotient of the total number of IB Higher-Level tests with a score greater than or equal to 4 divided by the total number of enrollments in grades 11 and 12. The resulting sum is then multiplied by 100.

College Attendance

- UC, CSU, Community College Attendance
Public universities and colleges in California collect data on the number of recent graduates from California high schools attending their respective schools as first-time freshmen. The Total Public Attendance rate includes data from UC, CSU, and California community college campuses. When dashes (--) are printed instead of numbers for any of the California public college quality indicators, the data were deemed unusable because they were incomplete or unreliable.

Data Source: California Postsecondary Education Commission

Most Recent Year: 1995-96 (June of 1996 graduates, fall of 1996 college freshmen taken from the October 1997 data file)

Calculation: The total numbers of fall, 1996, first-time freshmen (aged 19 years or younger who enrolled either full or part time in UC, CSU, or California community colleges) are divided by the total numbers of spring, 1996, high school graduates and multiplied by 100. The Total Public Attendance rate is the sum of the rates for UC, CSU, and California Community Colleges.

- Private and Out-of State College Attendance
This rate is based on verifiable data submitted by districts and high schools to the CDE. Many high schools were unable to provide data for this indicator. As a result, the *Report* does not include rankings of high schools for this indicator. When dashes (--) are printed instead of numbers for this quality indicators, the data were not available.

Data Source: Private and Out-of-State College Attendance Data Collection, Education Planning and Information Center (EPIC) of CDE

Most Recent Year: 1996-97 (June of 1996 graduates, fall of 1996 college freshmen)

Calculation: The total number of fall, 1996, first-time freshmen who enrolled in a degree-granting, two-year or four-year private or out-of-state university or college is divided by the total number of spring, 1996, high school graduates and multiplied by 100.

Statewide rates for attendance at private colleges were provided by the California Postsecondary Education Commission. Statewide rates for out-of-state college attendance were calculated by Educational Planning and Information Center (EPIC) of the CDE from data provided by the National Center for

Education Statistics. The most recent data available were used.

- Total College Attendance

This rate is the sum of the Total Public Attendance and attendance at private and out-of-state colleges. This rate is reported only when data for all components are available. It is the rate at which recent graduates from California high schools attend universities and colleges as freshmen. Because data are not available for the attendance at private and out-of-state colleges for many California high schools, the *Report* does not include rankings of high schools for Total College Attendance.

Data Cautions and Anomalies

Schools, districts, other agencies, and testing organizations report the data used in computing rates for the *High School Performance Report*. In some instances, the data for a quality indicator are incomplete or simply unavailable. Dashes (--) denote missing, incomplete, or otherwise questionable data.

Numbers based on erroneous data may result in extremely large increases or decreases in the two-year growth measure. Numbers based on small numbers of students also tend to be unstable. **This type of extreme fluctuation should be treated with caution.** In such instances, it is wise to avoid generalizations about gains or losses in performance.

District, county, and state numbers reflect not only students enrolled in comprehensive high schools but also students enrolled in continuation high schools or alternative schools.